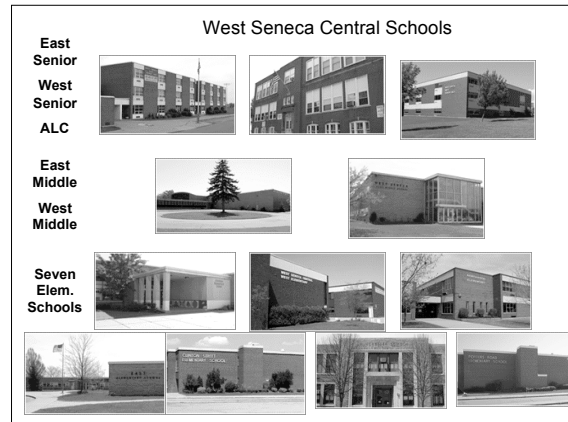


Collaborating to Articulate and Improve Executive Functioning in Students



Jeanne Tribuzzi
January 2010

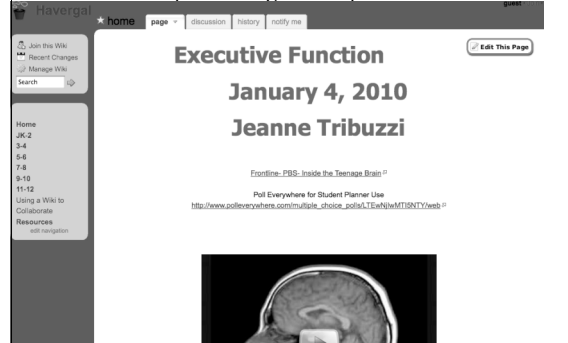


Today's Agenda

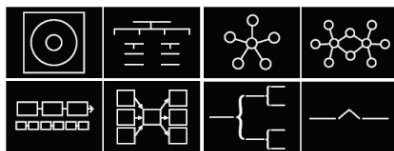
- 9:15 – 10:15 a.m. Keynote- Executive Functions
- 10:15 – 10:30 a.m. Break
- 10:30 – 12:00 p.m. Building Knowledge- Strategies and Collaboration
- 12:00 – 1:00 p.m. Lunch
- 1:00 – 3:00 p.m. Using our Knowledge Interactive groups, K-1, 2-4, 5-7, 8-10, and 11-12
- sharing and creating a continuum of Executive Functions:
- 3:00 – 3:30 p.m. Next Steps Learning Support

Havergal's EF Wiki

<http://havergal.wikispaces.com/>



Thinking Maps



Thinking Maps®

Dr. David Hyerle
Designs for Thinking

Eight graphic organizers that make thinking visual and work in brain compatible ways

Definition of Executive Function



The ability to integrate a **present** awareness with **future** anticipation and **past** experiences to develop a reasonable plan for present action.

- Goal Directed Behaviors
- Organizational Abilities
- Time Management Abilities
- Strategic, Purposeful, Analytic and Critical Thinking

www.ximnet.com/my/.../comments.asp?id=177

How Does Executive Function Affect Learning?

In school, at home or in the workplace, we're called on all day, every day, to self-regulate behavior. Normally, features of executive function are seen in our ability to:

- make plans
- keep track of time
- keep track of more than one thing at once
- meaningfully include past knowledge in discussions
- engage in group dynamics
- evaluate ideas
- reflect on our work
- change our minds and make mid-course and corrections while thinking, reading and writing
- finish work on time
- ask for help
- wait to speak until we're called on
- seek more information when we need it.



www.ximnet.com.my/.../comments.asp?id=177

Common Terms for Executive Function

- The terms listed in your packet were developed by the Learning Support Committee. To use them effectively, it will be important for all teachers to agree on common terms to use with students.
- Should the same terms be used at every grade level?
- Should be translated into age-appropriate language for younger grades?
- While you are working with these terms today, make note of proposed changes or translations.

Common Terms for Executive Function

Flexibility: The ability to be adaptable, improvise and shift approaches to demands

Goal Directed Persistence: The ability to persevere on tasks that require sustained effort

Meta-cognition: The ability to self monitor and observe (I would add the ability to think about our own thinking)

Organization: The ability to use a systematic approach for achieving goals

Planning: The ability to develop a set of strategies in order to accomplish a goal

Regulation of Affect: The ability to manage one's feelings effectively for decision making and task completion

Response Inhibition (self control): The ability to stop or delay an action rather than displaying impulsive behavior

Social Thinking: The ability to respond appropriately to social conditions

Sustained Attention: The ability to maintain one's focus and attention in the presence of distractions

Task Initiation (getting started): The ability to initiate a task without procrastination

Time Management (prioritization): The ability to respond to things in a timely fashion

Working Memory: The ability to remember something while performing an activity on this memory

Student Friendly Terms for Executive Function

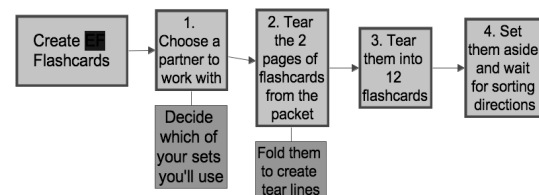
- **Self-Efficacy for Self-Regulated Learning**
- Finish my homework assignments by deadlines
- Get myself to study when there are other interesting things to do
- Always concentrate on school subjects during class
- Take good notes during class instruction
- Use the library to get information for class assignments
- Plan my schoolwork for the day
- Organize my schoolwork
- Remember well information presented in class and textbooks
- Arrange a place to study without distractions
- Get myself to do school work

Common Terms- Quizlet

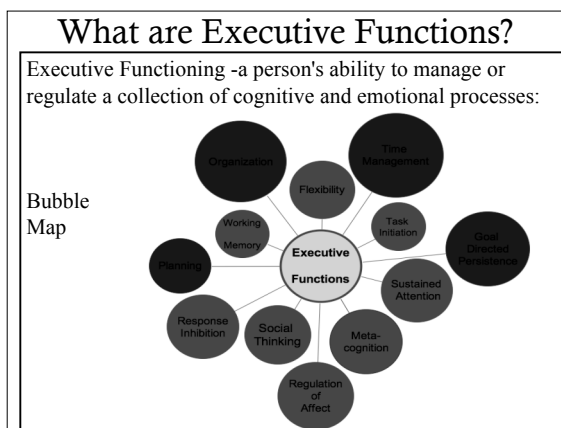
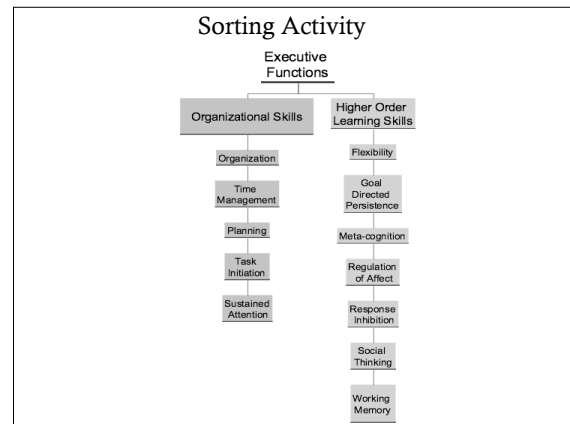
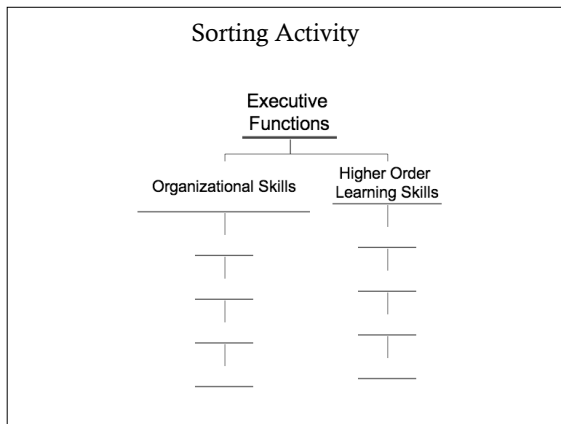
Free Interactive Online Vocabulary Site

Common Terms- Quizlet

Free Interactive Online Vocabulary Site
Creating Flashcards for Executive Functioning Terms



Flow Map- Sequencing



Balance Between Helping and Assuming Responsibility

We sometimes help too much and assume responsibility for what children can do themselves.

This can create learned helplessness and oppositional behavior

Adults should work to refrain from:

- Setting goals for the child
- Identifying child's weaknesses
- Planning and organizing all of their activities
- Monitoring and evaluating their behavior for them
- Solving their problems

Developmental Tasks Requiring Executive Functioning Skills- by Age

Kindergarten

- Run errands (two to three step directions)

Grade 2

- Tidy bedroom or playroom
- Perform simple chores, self-help tasks, may need reminders (eg. Making bed)
- Bring papers to and from school
- Complete homework assignment- (20 min. max)
- Decide how to spend money (allowance)
- Inhibit behaviors; follow safety rules, don't swear, raise hand before speaking in class, keep hands to self

Executive Skill in Children and Adolescence: A Practical Guide to Assessment and Intervention, by Peg Dawson and Richard Guare

Developmental Tasks Requiring Executive Functioning Skills- by Age

Grade 3-5

- Run errands (may involve time delay or greater distance, such as going to a nearby store or remembering to do something after school.)
- Tidy bedroom or playroom (may include vacuuming, dusting, etc.)
- Perform chores that take 15-30 minutes (e.g., clean up after dinner, rake leaves)
- Keep track of belongings when away from home
- Bring papers, assignments to and from school
- Complete homework assignment- (1 hour max)
- Keep track of changing daily schedule (I.e., different activities after school)
- Save money for desired objects, plan how to earn money.
- Inhibit / self-regulate: behave when teacher is out of the classroom; refrain from rude comments, temper tantrums, bad manners.

Executive Skill in Children and Adolescence: A Practical Guide to Assessment and Intervention, by Peg Dawson and Richard Guare

Developmental Tasks Requiring Executive Functioning Skills- by Age

Grades 6-8

- Help out with chores around the home, including both daily responsibilities and occasional tasks (e.g. emptying the dishwasher, raking leaves, shoveling snow); tasks may take 60-90 minute to complete
- Baby-sit younger siblings or for pay
- Use system for organizing schoolwork, including assignment book, notebooks, etc.
- Plan and carry out long-term projects, including tasks to be accomplished and reasonable time-line to follow; may require planning multiple large projects simultaneously
- Plan time, including after school activities, homework, family responsibilities; estimate how long it takes to complete individual tasks and adjust schedule to fit.
- Inhibit rule breaking in the absence of visible authority

Executive Skill in Children and Adolescence: A Practical Guide to Assessment and Intervention, by Peg Dawson and Richard Guare

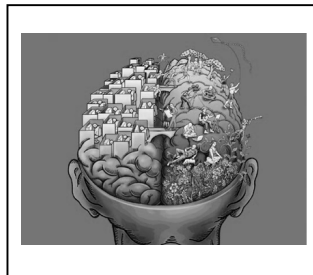
Developmental Tasks Requiring Executive Functioning Skills- by Age

High School

- Manage schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, creating and following timelines for long-term projects, and making adjustments in effort and quality of work in response to feedback from teachers and others (e.g., grades on tests, papers)
- Establish and refine a long-term goal and make plans for meeting that goal. If the goal beyond high school is college, the youngster selects appropriate courses and maintains grade point average to ensure acceptance into college.
- Participates in extracurricular activities, signs up for and takes SATs or ACTs at the appropriate time and carries out the college application process. If not planning to go college, pursues vocational courses and, if applicable, employment outside of school to ensure the training and experience necessary to obtain employment after graduation.
- Make good use of leisure time, including working and recreation in summer
- Inhibits reckless and dangerous behaviors (use of illegal substances, sexual acting out, shoplifting or vandalism)

Executive Skill in Children and Adolescence: A Practical Guide to Assessment

What Do We Know About the Brain and EF?



www.ximnet.com/my/.../comments.asp?id=177

Four Lobes

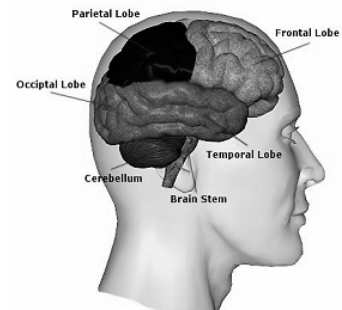
Occipital Lobe- responsible for vision

Frontal Lobe- involved in judgment, creativity, problem solving and planning

Parietal Lobe- processes higher sensory and language functions

Temporal Lobes- Responsible for hearing, memory, meaning and language

Anatomy of the Brain



http://www.wright.edu/academics/honors/institute/images/brain_diagram.jpg

Brain Research- Use it or Lose it

Habits and Practice Cause Hard-Wiring

By age 6- the brain is 95% of it's adult size

There is a flurry of activity during early childhood,

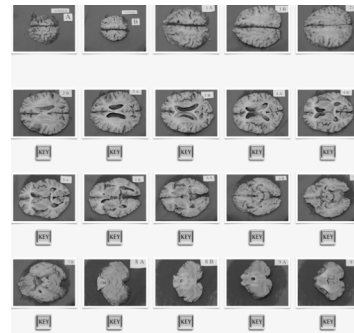
- pruning takes place as unused dendrites wither and fall away
- Dendrites flourish and grow where pathways are established

What is **practiced and repeated** during areas of development strengthen certain neural-pathways and consolidates the wiring in certain parts of our brain



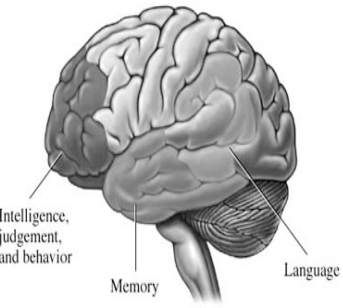
http://www.sciencemag.org/sciext/vis2005/show/images/slide1_large.jpg

Every Person's Brain is Different



http://www.neuroanatomy.ca/cross_sections/sections_horizontal_files/cross_section_horizontal.png

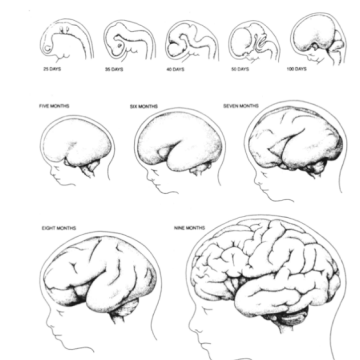
Anatomy of the Brain



- Human Head: 8-10 lbs.
- Brain: 3 lbs.
- 72% -78% Water
- Consumes 25-30% of our oxygen
- Consumes mainly carbohydrates or glucose
- Weighs 1/50 of the total body, but consumes 1/5 of all energy that is consumed

<http://www.auroahealthcare.org/healthcare/images/ci55551132.jpg>

When Does the Brain Develop



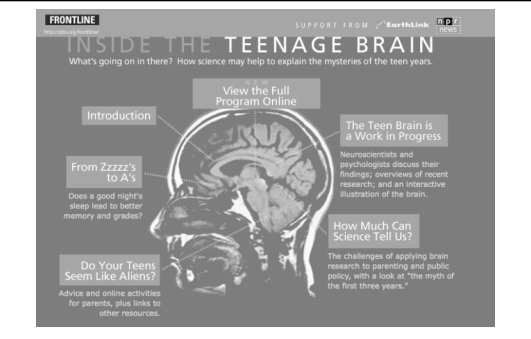
Incredible rates of brain development as the embryo develops-
250,000 brain cells a minute at the peak of brain growth
Or 15 million cells per hour

The first two years of life are also times of intense brain development

Is that the only time of increased growth?

See: Adapted from "The Development of the Brain" by W. M. Cowan. In: The Brain, p. 55, 1975, San Francisco: Freeman. Copyright 1975 by W. H. Freeman. Reprinted by permission.


The Growth Spurts of the Teenage Brain



<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/>


3 M's of Engaging Memory

Movement




http://farm3.static.flickr.com/2007/2329926313_93bb51142_o.jpg

Music



www.westhillcollege.com/~dept_news.asp

Make them Laugh



<http://www3.hants.gov.uk/teenagers1.jpg>

Movement


Movement enriches the brain and promotes thinking.

Movement causes increased blood flow and oxygen to the brain....as well as increased release of neurotransmitters.

Neurotransmitters are responsible for attention and memory.

Today's Children

- 1960- Time in a Car- 200 hours
- 2000- Time in a Car seat- 500 hrs.
- Core Strength...



www.nydmv.state.ny.us/broch/c-1.htm

Movement

Movement the cerebellum and mid-brain, are inextricably linked - responsible for control movement and stimulating cognition.


Classroom passivity reduces academic performance and creativity

*Research- (Hannaford, 1995)- 500 HS students
 -those who spent an hour each day in physical movement significantly outperformed those who were less active


Sitting for more than 10 minutes can begin to diminish physical and emotional awareness


Confucius-


- What I hear I forget
- What I see I remember
- What I do I know






www.nydmv.state.ny.us/broch/c-1.htm


<p style="text-align: center;">Music</p> <p style="text-align: center;">Provides a Whole Brain Massage</p> <p style="text-align: center;">Music...</p> <ul style="list-style-type: none"> stimulates the neural pathways for attention increases energy levels integrates thinking and creativity  <p>Use a variety of music everyday by including it for various purposes</p> <ul style="list-style-type: none"> -upbeat on Monday mornings -soothing music when the students are too active -Theme songs for certain books or studies... -Raffi for young children- connects to many themes
--

<p style="text-align: center;">Music</p> <p style="text-align: center;"><i>An Introduction to the Music Revolution</i> by Jeannette Vos</p> <p>Music is...</p> <ul style="list-style-type: none"> An emotional state-changer <ul style="list-style-type: none"> Fosters a relaxed state for learning Mathematical <ul style="list-style-type: none"> stimulate certain neural pathways associated with decoding complex ideas and solving spatial reasoning problems Relaxes the brain <ul style="list-style-type: none"> Increases alpha levels for increased alertness & creativity Inspires emotions <ul style="list-style-type: none"> Activates the brain's emotional centers and enhances long-term memory 
<p style="text-align: center;">Creating Brain-Friendly Classrooms- Practical Instructional Strategies for Educators, by Lowell W. Biller</p>

<p style="text-align: center;">Music</p> <p style="text-align: center;"><i>An Introduction to the Music Revolution</i> by Jeannette Vos</p>  <p>Music is...</p> <ul style="list-style-type: none"> Stimulates and awakens the learner <ul style="list-style-type: none"> Increases blood flow and oxygen Influences the body <ul style="list-style-type: none"> Impact metabolism and heartbeat and trigger endorphins Is a learning anchor <ul style="list-style-type: none"> Helps solidify learning into long-term memory Is a universal language <ul style="list-style-type: none"> Crosses cultural and ethnic barriers
<p style="text-align: center;">Creating Brain-Friendly Classrooms- Practical Instructional Strategies for Educators, by Lowell W. Biller</p>

<p style="text-align: center;">Make the Laugh</p> <p style="text-align: center;">Humor</p> <p>An effective strategy to prepare the memory pathways for new learning and to increase students' attention</p> <ul style="list-style-type: none"> Involves the whole brain Promotes balance between the two hemispheres Hard-wired in the brain to laugh...observed in infants as young as 5 weeks Pre-schoolers laugh more than 300 times per day Laughter decreases as we get older...average adult 15 times per day 
--

<p style="text-align: center;">Make the Laugh</p> <p style="text-align: center;">Benefits of Laughter-</p> <ul style="list-style-type: none"> Improves blood circulation Increases skin temperature Lowers blood pressure Increases oxygen levels Improves the immune system Releases endorphines Improves memory Reduces stress hormones A healthy laugh before a test can increase performance   <p style="text-align: right;">video</p> <p>When a positive instructional climate exists, the brain produces serotonin and dopamine that play a crucial part in how students feel and learn.</p>

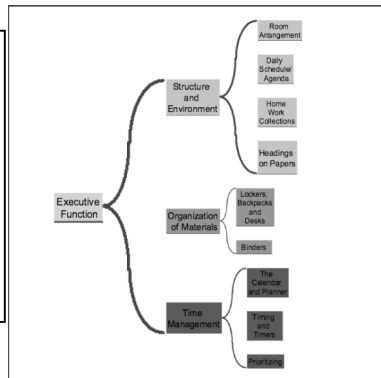
<p style="text-align: center;">Laughter in our Classrooms?</p>  <p style="text-align: center;">Turn and talk - when does laughter occur in your classroom?</p>

3 Beginning Areas of Focus for Executive Function

Today's Focus

- Structure and Environment
- Organization of Materials
- Time Management

Brace Map-
Whole to Parts



Scaffolding of Executive Function Instruction

Move from
Direct and Explicit Teaching to the
Expectation that students will need less and less
coaching and direct support as they grow and mature

Scaffolding
stronger
foundation at
the bottom of
the structure



Consistency
this is where
we begin
using
consistent
terms and
approaches

Three Levels of Instruction

1. Explicit direction, much guidance is given
2. Review in instruction-Moderate direction and guidance
3. No direct guidance- support given where necessary

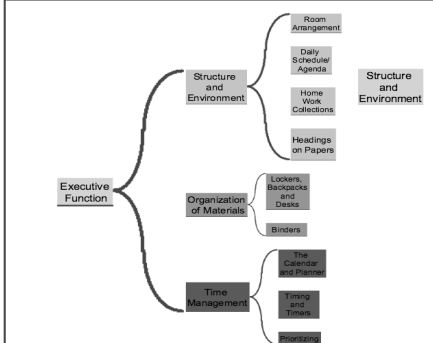


The Next Phase of our Work

You will work with your group to discuss some of the ideas that are being presented and decide how they fit into the work of your school.

- Take time to discuss what the EF looks like at certain ages and in certain disciplines
- Decide where it fits into the curriculum and whether it should be more fully developed
- Share your perspective and the discussion of the group when you are in grade-cluster groups

One Topic Influencing Executive Function The Structure of the Learning Environment



Classroom Structure and Learning Environment

Room Arrangement
Daily Schedule
Posted Agenda
Uniform Heading for Papers
Homework Distribution / Collection



Notes

Notes

Add notes to your sheet

✓ Things you do or ideas you have for Organizing the Learning Environment underneath that section on the left

Classroom Structure and Learning Environment

Class Agendas

At what grade do we begin posting agendas in class?

How Do Agendas Help?

- Helps us organize our time and planning together
- Gives us a sense of where we're going
- Using icons helps students organize with visuals
- Agendas organize the environment for students and break learning cycles into into smaller chunks

Classroom Structure and Learning Environment

Room Arrangement

Daily schedule should be posted to help students organize their listening, planning and learning

Homework

We need to create common language and routine processes for

- posting
- distributing
- collecting of HW

Where is it posted?

How do absent students gain access?

Grades K-2

- Teacher posts daily agenda

Grades 3-5

- Teacher posts assignments in order that the subjects are taught through the day
- NH- no homework should be written in student planners by students to avoid parent guessing

Grade 6-8

- Capable student writes HW on board
- Capable student writes in model planners
- Students pass on to absent students
- Post on website or blog

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Homework Procedures and Policies

Recommended Grade Level Homework Time Guidelines

(At the elementary level, a common recommended formula is approximately 10 minutes of homework per grade level.)

K-2- should not exceed 10-20 minutes per day

Grades 3-4- should not exceed 45 minutes per day

Grades 5-6- should not exceed 70 minutes per day

Grades 7-9- should not exceed 1.5 hours

Grades 10-12- should not exceed 2 hours

www.westallegheny.k12.pa.us/hmwk_resrch.pdf - Similar -

Headings on Paper

Is there consistency among classes and grades?

Name	Date
Subject	Teacher
Assignment Name or #	

Organized headings help students to keep track of their HW and helps with the collection or distribution process.

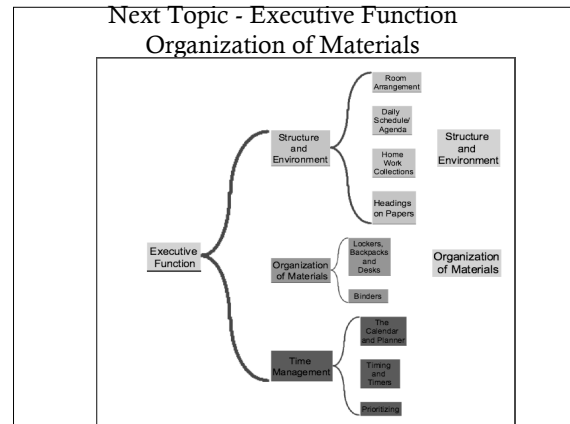
Notes

Add notes to the right side of the sheet

✓ Ideas or thoughts that were sparked in the right column of Learning Environment

On the left side of the sheet

✓ Things you do or ideas you have for organization of Materials underneath that section



Lockers, Back-Packs and Desks... Oh MY

Does this look familiar?

Organizing Back-Packs

Big Books on Bottom
No Loose Paper allowed!
Utensils in a Separate Pouch
Explicit instruction for younger students to keep them organized

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Organization

Lockers, Back-Packs and Desks ... Oh My!
Regular Back-Pack, Desk and Locker Cleaning
Whose Job? Home or School?

Weekly clean-out- every Friday?
Remove outdated papers, wrappers, etc.
Sort and re-organize the material in the bag-

- Papers
- Clothing
- Books
- Pens & pencils...

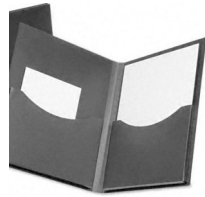
Lockers, Back-Packs and Desks... Oh MY

- Books fit in best vertically
- Magazine holders
- Hanging organizers help
- Time to maintain and clean

Materials Management- Pocket Take-Home Folder

For Younger Students

- Double Pocket Folders help them organize their work
- Take home folder begins
- One pocket for HW or notes home and one pocket for return work



Materials Management- Binders

Notebook Organization is Important-
1.5 inch is sturdiest

Scaffolding and Explicit Instruction to
Establish Routines

Contents in a Zipper Binder

1. Pencil Pouch
2. Planner
3. Dividers-Double Pocket coded by subject
4. Paper
5. Sheet Protectors



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Institute

Materials Management- Pouch

Clear Pencil Pouch

- Clear so that students can readily find find their supplies
- This is important for the students who don't remember that supplies exist if they don't see them
- Helps the students who are visual



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Institute

Materials Management- Pocket Dividers

Double Pocket Divider for each subject -Color Coded

The Divider acts as a HW Organizer

Front Pocket- HW or notes to take home

-Back Pocket- returned work

Teachers says,

"Put this HW in the front pocket of
your Math divider.

When you finish it, put it in the back
pocket to bring back to school"

Parents know,

"Look in your binders, what HW do you have?"

**Common Language is critical when
establishing these processes!**



http://www.avery.com/avery/en_us/Products/Dividers/Insertable-Dividers/Big-Tab-Plastic-Double-Pocket-Insertable-Tab-Dividers

Materials Management-Sheet Protectors

Sheet Protectors to Hold Reference Pages For each Subject

- Multiplication Charts
- Periodic Tables
- Commonly Misspelled Words
- Glossary of Terms
- Log of Grades
- Calendars- School or Subject Specific



Materials Management-Paper

Extra Paper in the Back of Binder

- No Books in Binder-
- Planner only!

Lockers, Back-Packs and Desks...Oh MY

- Turn and TalkDo we have consistent procedures to teach organization of these items?
- What common language can we put in place and scaffold all the way through the school?

Lockers, Back-Packs and Desks...Oh MY

•How Do We Keep Track of Student Success or Difficulties with Organization?

Executive Function: Organization of Desk and Back-Pack

Grade: 2-4

Indicators of Mastery:	
4	Strong evidence of independence with expectation
3	Some evidence of independence with expectation
2	Little evidence of independence with expectation
1	No evidence of independence with expectation
Students:	
1.	Students are able to keep materials organized in desk.
3.	Students are able to find materials quickly, with little stress to prepare for transition of classes.
4.	Students are able to bring homework, materials and assignments to and from school successfully.
2.	Students are able to clean out backpack each week and maintain organization through the week.
*** Necessary communication has been made with parents	

Materials Management-Consistency

Where can we build in consistency with the approach to management of materials and HW?

- Does each grade choose a clean-out day?
- Does everyone provide clean and organize time on the same day?

What common terms can we add to the glossary for instruction in Materials Management?



Add notes to the right side of the sheet

Notes

Structure and Environment	Notes
Materials	
Time	

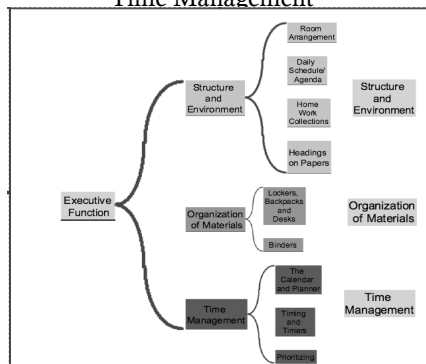
✓ Ideas or thoughts that were sparked in the right column of Organization of Materials

On the left side of the sheet

✓ Things you do or ideas you have for Time Management underneath that section

Turn to a colleague and share your notes- talk about your ideas

Next Topic - Executive Function Time Management



Time Management

Using the Calendar and the Planner

Goal Setting
Prioritization
Task Analysis
Timers

Time Management- Know Where You Want to Go

“Would you tell me please which way I ought to go from here?”

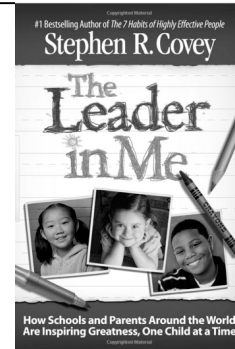
“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where...” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

-From Alice's Adventures in Wonderland

7 Habits of Highly Effective People- For Schools



Organizing the Calendar- Big Picture

2010			
January	February	March	April
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 New Year's Day 24 Martin Luther King 25 Day	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 3 Groundhog Day 12 Lincoln's Birthday 14 St. Valentine's Day 17 Ash Wednesday 22 Washington's Birthday	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 14 Shrove Tuesday 15 Lent Begins 17 St. Patrick's Day 28 Palm Sunday	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 April Fools' Day 17 Good Friday 4 Easter
May	June	July	August
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 9 Mother's Day 23 Memorial Day	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 14 Flag Day 20 Father's Day 21 Summer Solstice	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 4 Independence Day	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 21 Labor Day 25 Columbus 31 New Year's Eve
September	October	November	December
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 8 Labor Day 12 Groundhog's Day	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 31 Halloween	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 2 Election Day 7 Groundhog-Spring 11 Veteran's Day 23 Thanksgiving	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 21 Winter Solstice 25 Christmas 31 New Year's Eve

Created at www.CalendarHome.com

Organizing the Calendar- Wall Sized



• Keeping a large wall calendar will help raise students' awareness to the time frame they are working in

• Helping them learn how to use a calendar is important in time management as they get older.

Organizing the Calendar- Be Proactive and Set Goals Based on Values

Choose Your Big Rocks

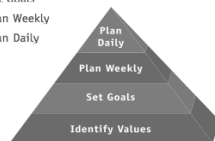
FranklinCovey.com

video

The Productivity Pyramid

There are four steps to focusing your time on what you value most and what you want to accomplish. These steps will help you establish an enduring, values-based foundation for everything you do.

1. Identify Values
2. Set Goals
3. Plan Weekly
4. Plan Daily



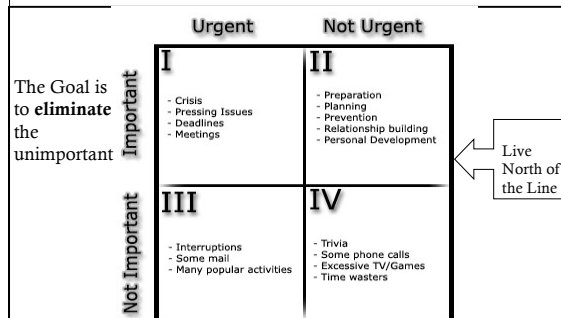
Three Steps to Weekly Planning

1. Review roles.
2. Choose big rocks.
3. Schedule the week.

Three Steps to Daily Planning

1. Check today's appointments.
2. Make a realistic list.
3. Prioritize (ABC, 123).

Four Quadrants of How We Spend Our Time



http://www.lifetrainingonline.com/images/time_management_matrix.jpg

[illegible][illegible]

-Johann Goethe

[illegible]

The screenshot displays a software application titled "Time to Organize and Plan for the Week". The interface is divided into several sections:

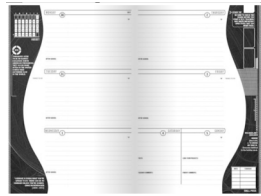
- Top Bar:** Contains the application title "Time to Organize and Plan for the Week".
- Left Sidebar:**
 - Calendar:** A dropdown menu showing "Date".
 - Teacher:** A checkbox that is currently checked.
 - Students:** A checkbox that is currently unchecked.
 - Advisor:** A checkbox that is currently unchecked.
- Main Area:** A large grid representing a weekly schedule. The columns are labeled with days of the week: Sun, Jan 3; Mon, Jan 4; Tue, Jan 5; Wed, Jan 6; Thu, Jan 7; Fri, Jan 8; Sat, Jan 9. The rows are labeled with times: 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, Noon, 1:00, 2:00, 3:00, 4:00. The grid cells are currently empty.
- Right Sidebar:**
 - Mother:** A section with a "Description" field, which is currently empty.

[illegible]

Planner- The Heart of Time Management

Qualities of a Good Planner:

- ☐ 8 1/2 x 11
- ☐ 3 Holed punched to go in Binder
- ☐ Pre-dated
- ☐ Weekly and Monthly Pages
- ☐ Neatly Divided Sections
- ☐ Area for Writing Goals
- ☐ Signature Area at Bottom



Organizing the Calendar- Planner

Start with the Yearly View

January	February	March	April
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
1 New Year's Day 16 Martin Luther King 23 Super Bowl Sunday	1 Groundhog Day 14 Valentine's Day 22 Presidents Day 27 Washington's Birthday	1 Groundhog Day 14 St. Patrick's Day 22 Good Friday 27 Easter	1 Good Friday 4 Easter
May	June	July	August
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Memorial Day 14 Father's Day 22 Independence Day	1 Father's Day 14 Independence Day 22 Juneteenth	1 Independence Day 14 Memorial Day 22 Juneteenth	1 Juneteenth 14 Independence Day 22 Memorial Day 29 New Year's Eve
September	October	November	December
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Labor Day 14 Columbus Day 22 Thanksgiving Day	1 Columbus Day 14 Thanksgiving Day 22 Hanukkah	1 Thanksgiving Day 14 Hanukkah 22 New Year's Eve	1 New Year's Eve 14 New Year's Day 22 New Year's Day

Start with the school's yearly schedule and important dates

Spend some class time noting important dates together

Organizing the Calendar- Planner

Start with the Yearly View

January	February	March	April
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
1 New Year's Day 16 Martin Luther King 23 Super Bowl Sunday	1 Groundhog Day 14 Valentine's Day 22 Presidents Day 27 Washington's Birthday	1 Groundhog Day 14 St. Patrick's Day 22 Good Friday 27 Easter	1 Good Friday 4 Easter
May	June	July	August
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Memorial Day 14 Father's Day 22 Independence Day	1 Father's Day 14 Independence Day 22 Juneteenth	1 Independence Day 14 Memorial Day 22 Juneteenth	1 Juneteenth 14 Independence Day 22 Memorial Day 29 New Year's Eve
September	October	November	December
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1 Labor Day 14 Columbus Day 22 Thanksgiving Day	1 Columbus Day 14 Thanksgiving Day 22 Hanukkah	1 Thanksgiving Day 14 Hanukkah 22 New Year's Eve	1 New Year's Eve 14 New Year's Day 22 New Year's Day

Start with the school's yearly schedule and important dates

Organizing the Calendar- Using the Planner



•At the beginning of each month....

•Give students time while teacher models on the wall calendar

•Fill in goals, holidays, birthdays, vacations, personal dates- depending on the roles they list

•Create a Master List for the Month

Organizing the Calendar- Monthly View



- Add project due dates
- Extra-curricular events
- Social events
- Family events
- Anything that is a priority

Organizing the Calendar- Weekly View

Weekly Planning

•Teach students to plan at the beginning of each week- 15-20 minutes

•List priorities for each role they listed on the master list

•Prioritize each item- ABC, 123

•Estimate time for projects and jot task list



Organizing the Calendar- Weekly View

Teach Students to:

- ✓ List all assignments
- ✓ NH for no homework
- ✓ Estimate time for tasks
 - ✓ ATM
- ✓ Prioritize
- ✓ Set Goals



Give Students Time to Write Down Assignments

5 Minutes at the end of each class

Routinize the habit of using the planner

Organizing the Calendar- Online Tools

Adds sticky notes to desktop as lists

www.tk8.com/stickynotes

Online task management & planning

www.rememberthemilk.com

<http://www.inbox.com/products/calendar-and-tasks.aspx>

<http://www.google.com/calendar/render>

Time Management Strategy

ATM- Task Analysis

- A- Assignment in Detail
- T- Time Estimation to Complete
- M- Materials Needed

	Urgent	Not Urgent
Important	I Crisis Pressing issues Deadlines Meetings	II Preparation Planning Research Relationship building Personal development
Not Important	III Interruptions Some mail Many popular activities	IV Trivia Some phone calls Excessive TV/games Time wasters

Helps them function in QII

Time Management Strategy

Oreo Principle

This helps students “chunk” the work to make the make projects or assignments manageable

- Cookie- easy part of the work- start with something easy
- Cream- difficult or challenging part of the work- put this in the middle of the project or task
- Cookie- end the task or project with an easy part

<http://www.blogaholics.ca/wp/uploads/180px-Oreo3.gif>

Time Management Strategy

OHIO Principle

- O - only
- H - handle
- I - it
- O - once

http://edexcellence.net/files/paper/images/20090105_Ohio.jpg

To only handle a task once requires pre-planning and task analysis (ATM). This way students know what they need to complete it and they begin the task with all that they need to complete it efficiently.

Time Management- Setting Goals

Feedback for Students- Keeping Track of Grades

Logging of Grades Alone.....Doesn't Work!

- What do students remember when they see grades?
- Print-outs help them calculate and plan a course of action for improvement
- 3 Reflection Questions
 - Where were my grades good?
 - Where am I not happy with my grades and why?
 - What can I do to change my grade for the next time?

Executive Skill in Children and Adolescence: A Practical Guide to Assessment and Intervention, by Peg Dawson and Richard Guare

	Planning
Student Complaints	

The Next Phase of our Work

You will work with your grade-cluster group to take some of the ideas that are being presented and decide how to best articulate the expectations for the age range that you teach.

- Take time to discuss what the EF looks like at certain ages and in certain disciplines
- Articulate the EF skills into curriculum and make recommendations about whether it should be more fully developed
- Start with the end in mind by creating criteria and a checklist with which to monitor and evaluate students.

6th Grade Social Studies Unit

Teacher: Social Studies Essential
Course: Social Studies Grade 06

Unit 1: September | Introduction - Geography and Culture

September

Introduction - Geography and Culture			
Essential Questions	Content	Skills	Assessments
	<p>Key Vocabulary: latitude, longitude, prime meridian, continents, oceans, projection maps, equator, hemispheres, climate region, paniniosub, spheric, axis, altitude, atlas, elevation, natural resource</p>		
What are the basic physical and political characteristics of the world?	<p>Landforms - Mountains, Oceans, Rivers, Deserts, Island, Portuicia Coast, Bay, Sea, Gulf, Plains, Plain, Archipelago</p> <p>Hemisphere - Western, Eastern</p> <p>Continents</p> <p>Geography</p> <p><input type="checkbox"/> Latitude and Longitude</p> <p><input type="checkbox"/> Reading and Interpreting a Map</p>	<p>Locate, identify and label landforms and oceans</p> <p>Understand the concepts of hemisphere</p> <p>Define geography</p> <p>Locate, label, and identify continents</p> <p><input type="checkbox"/> locate places using latitude and longitude</p>	
What essential elements are key to reading and interpreting a map?	<p>Legend, scale, title, cardinal directions, compass rose</p> <p>Political and Physical Maps</p> <p>Location and place</p>	<p>Read, label, and interpret maps</p>	
How does geography impact the development of a civilization?	<p>Civilization</p> <p>River Valley, Coast, water and transportation, geographic protection</p> <p>Climate</p> <p>Fertile Soil, land, agriculture</p>	<p>Understand how geography impacts the formation of civilizations</p>	
What are the basic aspects of culture?	<p>Culture</p> <p>Law and Order - Rules, Government, Individual, Gender, Children</p> <p>Religion & Unknown</p> <p>Education - Technology</p> <p>Self Expression - Art, Entertainment</p>	<p>Understand and identify the aspects of culture</p> <p>Apply the aspects of culture to a specific culture</p>	

[illegible]

collaboration
is everything

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